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ABSTRACT

This document discusses the teacher preparation recommendations from a task force put together by the Virginia Community College System (VCCS). These recommendations are needed due to the shortage of teachers and the lower national tests scores of U.S. high school students. The task force offers suggestions on four faculty-related topics: (1) curriculum planning and development; (2) Praxis (National Teacher Exam) preparation; (3) teacher recruitment and collaboration; and (4) teacher colloquia. The task force suggests more interactive workshops for faculty development, more sharing of successful instructional models, and more teacher collaboration within and between disciplines. The task force also suggests a more concerted effort on the part of colleges to recruit potential teachers through avenues like publications, the Internet, and the media. In addition, colleges should let potential teachers know about available opportunities for financial support, employment, and professional development. The appendix includes a calendar of yearly activities, a listing of task force members/committees, and the current status and future plans for teacher preparation with regard to the VCCS. (MKF)

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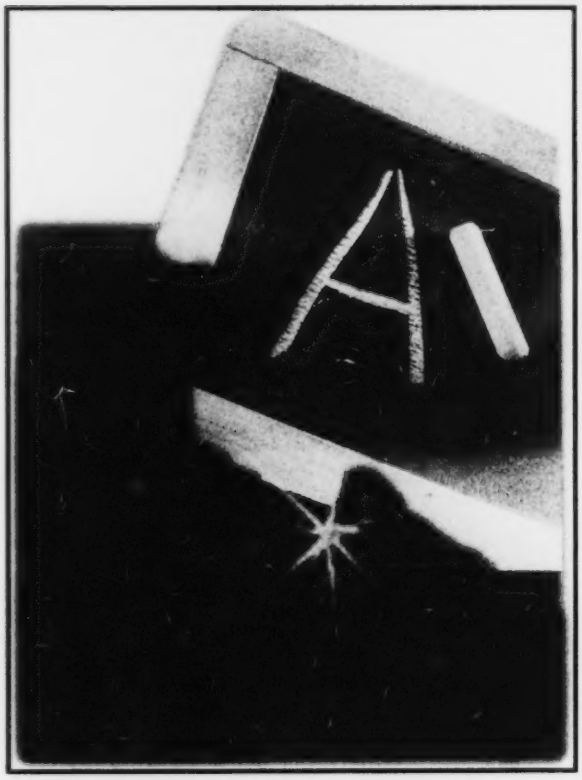
ED 462 112

# Recommendations to the Virginia Community College System Concerning the Role of Virginia's Community Colleges in PK-12 Teacher Preparation

A Report from the VCCS PK-12 Teacher Preparation Task Force

May 15, 2000



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*The Faculty-in-Residence for PK-12 Teacher Preparation, the Executive Committee and the Virginia Community College System PK-12 Teacher Preparation Task Force express their gratitude to Dr. Arnold R. Oliver, Chancellor of the Virginia Community College System, for funding this endeavor and for giving them the opportunity to participate in this activity.*

*The Task Force Membership also express their appreciation to the Presidents of their colleges for supporting their participation on this Task Force.*

*The Task Force Membership also thanks the Virginia Mathematics and Science Coalition and the Science Museum of Virginia for their support and participation in the spring Colloquium.*

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## TABLE OF CONTENTS


**Need for the Initiative** **Page 3**

*National Shortage of K-12 Teachers*

*National Results of the Third International Mathematics and Science Study*

*A Statewide Shortage of Well-Prepared Middle School Teachers in the Commonwealth*

**The Role of the Community College Nationwide and Statewide** **Page 4**

**History of the VCCS PK-12 Teacher Preparation Initiative** **Page 4**

*The Integral Role of the Two-year College in the Science and Mathematics Preparation of Prospective Teachers*

*House Joint Resolution No. 728*

**The VCCS PK-12 Teacher Preparation Initiative** **Page 5**

*Charge*

*Faculty-in-Residence*

*Executive Committee*

*Task Force Membership*

*Task Force Meetings*

*Spring Colloquium*

**Recommendations to the Virginia Community College System** **Page 9**

*Recommendations to Sustain the Initiative*

*Recommendations Concerning Praxis I*

*Recommendations Concerning Curriculum Planning for Prospective Teachers*

*Recommendations Concerning Recruitment*

*Recommendations Concerning Collaboration*

**Raconteur's Remarks- *Where Should Virginia Go with Teacher Preparation*?** **Page 12**

## NEED FOR THE INITIATIVE

### *The National Shortage of K-12 Teachers*

In the next 10 years public school systems will need to hire two million new teachers to account for massive retirements, attrition rates and rising student enrollments (1). A combination of 40% of the current teaching workforce will retire or leave the profession by the 2003-04 academic year according to the United States Department of Education. A teacher shortage within the minority ranks already exists. Minority faculty currently represent only fourteen percent of the K-12 teaching faculty nationwide, while more than thirty-two percent of the students are minority (2).

### *National Results of the Third International Mathematics and Science Study*

Results of the Third International Mathematics and Science Study (TIMSS) reported in *A Splintered Vision: An Investigation of U. S. Science and Mathematics Education* that math and science curricula, textbooks and teaching in the United States are *a mile wide and an inch deep* (3). These data combined with the extremely low U.S. high school students' test results on the TIMSS tests in mathematics and science (4) and the growing teacher shortage suggest that public school systems in the U.S. are in crisis.

### *A Statewide Shortage of Well-Prepared Middle School Teachers in the Commonwealth*

*Preparing Middle School Mathematics and Science Teachers: A Challenge for Virginia,* a White Paper released at a press conference in Richmond, Virginia, in the fall of 1999, by the Virginia Mathematics and Science Coalition (VMSC), reported that 300 new middle school teachers are needed in Virginia each year but that only 10-20 are being produced each year within the state (5). Sponsored by the VMSC and conducted by the Metropolitan Educational Research Consortium, a survey of middle school teachers across the state reports that of the middle school teachers surveyed 49% are teaching science out-of-field and 52% are teaching mathematics out-of-field (5). Virginia has implemented a challenging set of Standards of Learning (SOL) for students in academic areas such as mathematics and science and has set some of the highest cut scores in the nation for passing (6). Teachers and school systems are being held accountable for students' pass rates on these SOL tests with the accreditation of each school being determined on the basis of student body performance. Middle school teachers not adequately prepared to teach mathematics and science will not be able to provide their students with the content knowledge and support needed to succeed on Standards-based tests. One of the recommendations made by the VMSC is that the state of Virginia pay tuition at community

colleges and universities so that middle school teachers teaching out-of-field can meet the 21 hours of content in mathematics and science needed for licensure (5).

## THE ROLE OF THE COMMUNITY COLLEGE NATIONWIDE AND STATEWIDE

Community colleges must be fully utilized to alleviate the growing shortage of well-prepared teachers in the United States. Nationwide, community colleges have significant enrollments, with 45% of all undergraduates and 47% of all first-time-in-college freshmen (6). Community college campuses with their tremendous diversity, enrolling 45% of all African Americans, 55% of all Hispanic Americans, 46% of all Asian Americans and 42% of all White Americans in higher education, are ideally positioned to recruit prospective teachers to alleviate the shortage of minority teachers (7). Strategically located throughout the state of Virginia, community colleges with their experienced faculty and commitment to teaching excellence must provide leadership in teacher preparation and join with four-year schools to recruit and produce the next generation of PK-12 teachers.

## HISTORY OF THE VCCS PK-12 TEACHER PREPARATION INITIATIVE

### *The Integral Role of the Two-Year College in the Science and Mathematics Preparation of Prospective Teachers*

In March of 1998 the National Science Foundation (NSF) and the Virginia Collaborative for Excellence in the Preparation of Teachers (VCEPT) sponsored a national conference, ***The Integral Role of the Two-Year College in the Science and Mathematics Preparation of Prospective Teachers***, in Washington DC. Several faculty from the VCCS served on the Coordinating Committee of this national conference and Dr. Arnold Oliver, Chancellor of the VCCS, convened a special session of community college and university presidents to discuss teacher preparation issues. The conference explored ways in which to fully engage all of the nation's community colleges in PK-12 teacher education while celebrating the success of community colleges already participating in teacher preparation activities. An NSF publication entitled *Investing in Tomorrow's Teachers: The Integral Role of the Two-Year College in the Science and Mathematics Preparation of Prospective Teachers,* provides the details and highlights of the conference. This document also reports the recommendations to the National Science Foundation concerning the important role of the two-year college in teacher preparation. Some of the recommendations from this report are:

- Two-year colleges should include teacher preparation efforts into colleges' mission statements and strategic plans.

- Two-year colleges should work collaboratively with four-year colleges and universities to develop recruitment and retention programs.

- Two-year and four-year colleges should work together to eliminate barriers of course transferability through the mutual establishment of transfer articulation agreements.

- Two-year colleges should provide continuing education programs for teachers as a regular component of workforce training initiatives to meet the needs of regional employers.

- Student advising should be coordinated between two-and four-year colleges concerning the transfer of courses, financial support, and program requirements (8)

*House Joint Resolution No. 728*

Recognizing the important role of community colleges in recruiting and educating students to meet the critical shortage of teachers in the Commonwealth,

> *the 1999 General Assembly approved House Joint Resolution No. 728 "requesting the State Council of Higher Education to encourage the implementation of articulation agreements between two- and four-year institutions of higher education which facilitate the transfer of students to approved teacher education programs." The General Assembly further requested the State Council of Higher Education to encourage the replication of successful pilot programs throughout the Commonwealth, which facilitate the transfer of students to approved teacher education programs. In response to this request, the State Council of Higher Education convened a work group to develop a plan that institutions could use in the development and implementation of articulation agreements between two- and four-year public institutions (9).*

The SCHEV committee report goes on to describe a proposed model program based on a baccalaureate teacher education transition program developed between J. Sargeant Reynolds Community College and Virginia Commonwealth University.

## THE VCCS PK-12 TEACHER PREPARATION INITIATIVE

In August of 1999, in response to the recommendations of the National Science Foundation concerning the role of the two-year college in teacher preparation and General Assembly approval of House Joint Resolution No. 728, the Chancellor of the VCCS appointed two Faculty-in-Residence for Teacher Preparation for the academic year 1999-2000. A twenty-four member VCCS Task Force on Teacher Preparation was established to advise and support the work of the Faculty-in-Residence along with a five-member Executive Committee. The Executive Committee served to guide the Task Force in its efforts to facilitate collaboration between the community college and four-year discipline faculty and faculty in the colleges of education.

*Charge*

The charge to the VCCS PK-12 Teacher Preparation Task Force:

1. To share existing and develop new strategies for recruiting pre-service students
2. To collect, study, and disseminate ways to strengthen introductory content courses for pre-service students (which then benefit **all** students enrolled in the courses)
3. To exchange information about and promote on VCCS campuses various pre-service activities available to VCCS students (such as Teaching Apprenticeships, student VEA chapters or other pre-service organizations, and classes which provide students with classroom/field service/observation opportunities)

4. To make recommendations regarding models for preparing pre-service students for success on the Praxis I test (required for licensure and admission to most teacher education programs in Virginia) and to supply the Educational Testing Service with a mailing list of persons on each campus responsible for Praxis materials
5. To develop guidelines for advising students interested in teaching as a career at colleges offering the associate degree in education as well as those without this degree
6. To collaborate with colleges of education and disciplinary faculty at four-year institutions in Virginia in order to provide smooth transfer of pre-service students
7. To present teacher preparation information/discussion sessions at VCCS peer group meetings
8. To distribute information regarding State Department of Education teacher licensure requirements to VCCS colleges
9. To prepare and begin to implement individual college action plans for involvement in teacher preparation initiatives at all VCCS colleges
10. To plan and implement a VCCS-sponsored statewide teacher preparation colloquium for two-year and four-year college faculty, counselors, and administrators. Purposes of the colloquium were to promote dialogue on cross-institution challenges in teacher preparation and to feature national speakers on teacher preparation including representatives from the National Science Foundation.

## *Faculty-in-Residence*

Wanda Smith, an English faculty member from Eastern Shore Community College, and Deborah Neely-Fisher, a biology faculty member from J. Sargeant Reynolds Community College, accepted the responsibilities of a shared Faculty-in-Residence position. The responsibilities included:

- Coordinating activities of the VCCS Task Force on Teacher Preparation
- Developing and maintaining contact lists for VCCS colleges and four-year institutions to disseminate information on Task Force activities
- Developing guidelines for advising VCCS students interested in a teaching career
- Distributing Department of Education materials relating to licensing requirements for teachers, VACTE and ATE conference materials as well as Praxis information and other materials pertinent to teacher preparation
- Planning and implementing a statewide, VCCS-sponsored colloquium to promote dialogue between two-year and four-year college faculty, advisors, and counselors

## *Executive Committee*

Lonnie Schaffer, Director of Educational Planning, served on the Executive Committee representing the VCCS. Carole Ballard, a counselor at Tidewater Community College, and Susan Wood, a professor of mathematics at J. Sargeant Reynolds Community College, served along

with the two Faculty-in-Residence. The committee met several times in Williamsburg to plan and guide Task Force meetings and the spring 2000 Colloquium.

*Task Force Membership*

| COLLEGE | REPRESENTATIVE |
|---|---|
| Blue Ridge Community College | Ann Smith, Counselor |
| Central Virginia Community College | Katherine Barringer, Mathematics |
| Danville Community College | Ed Polhamus, Chair, Arts & Sciences |
| Dabney S. Lancaster Community College | Beth Werness, Transfer Counselor |
| Eastern Shore Community College | Wanda Smith, English |
| Germanna Community College | David Fama, Mathematics |
| J. Sargeant Reynolds Com. College | Susan S. Wood, Mathematics |
| J. Sargeant Reynolds Com. College | Deborah L. Neely-Fisher, Biology |
| John Tyler Community College | Wendy Weiner, Assoc. Dean, Arts & Sciences |
| Lord Fairfax Community College | Steve Wisecarver, Biology |
| Mountain Empire Community College | Scott Bevins, Mathematics |
| New River Community College | Marian R. Lockard, Counselor/Coord. of Assessment |
| Northern Virginia Community College | Wistar M. Withers, Counselor |
| Patrick Henry Community College | Patsy J. Anderson, Counselor |
| Paul D. Camp Community College | Patsy Joyner, Dir. of Institutional Advancement |
| Piedmont Virginia Community College | Clifford Haury, Chair, Humanities & Social Sciences |
| Rappahannock Community College | Cheryll Tassone, History & Humanities |
| Southside Community College | Susan Slayton, English |
| Southwest Virginia Community College | Jereial Fletcher, English |
| Thomas Nelson Community College | Teresa Frazier, Early Childhood |
| Tidewater Community College | Carole Ballard, Counselor |
| Virginia Highlands Community College | Susan Fleming, Mathematics |
| Virginia Western Community College | William A. Salyers, Jr. LRC Coordinator |
| Wytheville Community College | Teresa Galyean, Psychology |
| Virginia Community College System | Lonnie Schaffer, Director of Educational Planning |

*Task Force Meetings*

The VCCS Task Force for PK-12 Teacher Preparation met twice during the 1999-2000 academic year. The first meeting was held at J. Sargeant Reynolds Community College and was hosted by Dr. S.A. Burnette. Highlights from the meeting included Dr. Oliver, Chancellor of the VCCS, delivering the Task Force "Vision and Charge" and a special presentation by Byrd Latham, Teacher Education Specialist, Division of Teacher Education and Licensure, from the State Department of Education—*State Perspectives on the Role of the Community College in PK-12 Teacher Preparation.* Several community college faculty and staff presented teacher

preparation information and reported on successful collaborative teacher preparation activities occurring at individual community colleges in the VCCS.

At this meeting Task Force representatives were divided into four working groups to begin to formulate a set of recommendations to leverage the resources of the Virginia Community College System to facilitate and encourage all of Virginia's community colleges to participate in collaborative PK-12 teacher preparation activities. The four working groups included:

- Curriculum Planning and Development
- Praxis Preparation
- Recruitment and Collaboration
- Colloquium

The second meeting of the Task Force on Teacher Preparation was held in Lynchburg, Virginia, at Central Virginia Community College in January, 2000. Dean of Instruction, Dr. Tom Barber, and Katherine Barringer, mathematics, hosted the meeting. This meeting was devoted to refining the issues and concerns within the four working groups and producing the preliminary recommendations that were refined during the spring Colloquium.

*Spring Colloquium:*
*First Steps In Teacher Preparation*

The spring Colloquium, *First Steps in Teacher Preparation,* was held on April 25, 2000, from 7:45AM until 4:00 PM, at the Science Museum of Virginia in Richmond. Colloquium invitees included two- and four-year college and university administrators, discipline faculty, and faculty from schools of education. The National Science Foundation, the State Department of Education, the Science Museum of Virginia, the Mathematics and Science Center were represented as were several professional organizations including the Virginia Association for Colleges of Teacher Education (VACTE), the Association of Teacher Educators - Virginia (ATE-VA), and the Virginia Mathematics and Science Coalition.

Dr. Oliver welcomed the seventy participants who gathered in the morning to listen to speakers Roderick McDavis, Provost and Vice-President of Academic Affairs at Virginia Commonwealth University, and Judith Sunley, Assistant Director, Directorate for Education and Human Resources, National Science Foundation, address teacher preparation issues common to both two- and four-year colleges and universities. During a panel discussion, *Planning the Journey: Issues and Concerns,* panelists Alan McLeod, VCU; Michael Poliakoff, American Academy of Liberal Education; and Christine Johnson, Colorado Community College System, specifically addressed the Praxis I exam, recruitment, retention and collaboration issues.

Participants worked during the morning and afternoon breakout sessions to define preliminary recommendations to best leverage the resources of the VCCS to fully utilize all 23 of the state's community colleges in teacher preparation. Group facilitators presented those recommendations to the Chancellor of the VCCS during the closing session of the day. Sadie Bragg, Senior Vice

President, Borough of Manhattan Community College and past President of the American Mathematical Association of Two-Year Colleges, served as Raconteur and summarized the events of the day at the closing session.

## *RECOMMENDATIONS TO THE VIRGINIA COMMUNITY COLLEGE SYSTEM*

*Recommendations to Sustain the Initiative*

*The 1999-2000 VCCS Task Force for PK-12 Teacher Preparation recommends that the Virginia Community College System promote and sustain quality efforts by the VCCS colleges in the recruitment, retention, and preparation of students for careers in teaching by:*

- *Continuing the VCCS Faculty-in-Residence for Teacher Preparation for the 2000-2001 academic year.*
- *Continuing the Task Force on Teacher Preparation and inviting four-year discipline faculty and faculty from schools of education to join the Task Force for the academic year 2000-2001.*
- *Hosting an annual spring Colloquium to continue the statewide dialogue concerning the recruitment, retention and the preparation of students for careers in teaching and to promote successful models for these activities within the colleges of the VCCS.*
- *Encouraging each college to provide resources for the college's faculty representative to the Task Force on Teacher Preparation.*
- *Creating a permanent mechanism for ongoing system-wide work in the area of teacher preparation, including the identification of professional development needs for faculty and staff involved in teacher preparation efforts.*
- *Encouraging each college to support implementation of the college's action plan for the recruitment and retention of prospective teachers and collaboration with discipline faculty and faculty from schools of education at four-year institutions concerning teacher preparation issues.*
- *Establishing a "Chancellor's Commonwealth Professorship" for faculty who want to become involved in teacher preparation.*

## ***RECOMMENDATIONS CONCERNING PRAXIS I:***

*The Praxis I is an examination with reading, writing, and mathematics parts required by the state of Virginia for teacher licensure. Many four-year schools are requiring passing scores on the Praxis I for admission into their colleges of education. The VCCS colleges should encourage students to transfer only after completing the associate degree and passing the Praxis I exam to ensure successful entry into teacher education programs at four-year institutions.*

1. The VCCS should request that the Educational Testing Service include codes for Virginia two-year colleges as institutions where "relevant training was received" on the Praxis I test for the purpose of tracking community college student performance on the Praxis exam.

2. The VCCS should encourage and support college use of Learning Plus software to prepare students for the Praxis I exam. Each college should provide adequate support staff in the environment where Learning Plus is utilized. Each campus should publicize the availability of Learning Plus and other Praxis I preparation materials.

3. Each college should provide a structured experience (one or more courses) to provide career preparation for future teachers. Content should include: Praxis I preparation, guided classroom observation, career orientation to teaching, licensure requirements, and Virginia SOL information.

4. The VCCS should work with SCHEV to develop a profile of teacher education students with coursework from VCCS colleges. Each college should develop identification and tracking procedures for its students interested in teaching.

5. The VCCS should investigate the correlation between ASSET/COMPASS scores and Praxis I scores for possible use in counseling and advising students who are prospective teachers.

6. The VCCS should encourage pre-service students to complete their degree requirements and pass the Praxis I before transferring to a four-year institution.

***RECOMMENDATIONS CONCERNING CURRICULUM PLANNING FOR PROSPECTIVE TEACHERS:***

*Community colleges in Virginia do not have adequate procedures in place for identifying, advising, or tracking the success of prospective teachers. With an estimated 300 middle school teachers needed alone each year in the state, it is important that colleges within the VCCS be encouraged to develop identification and advising strategies along with engaging curricula to help meet the needs of the teaching workforce.*

1. The VCCS should develop a system-wide advising manual describing PRAXIS and teacher preparation programs at all of Virginia's four-year college teacher education programs to be used by counselors and faculty members for advising purposes. The handbook should be available on a web site with the relevant information being updated frequently.

2. The VCCS should sponsor regional meetings inviting both two- and four-year discipline and school-of-education faculty to discuss regional articulation issues in teacher education.

3. The VCCS should encourage discipline groups from both two- and four-year institutions to meet, discuss, and correlate course content to ensure that it contains what future teachers need to know to become successful teachers.

4. The VCCS should maintain a list of institutional contacts for teacher preparation at the four-year colleges. The VCCS should also encourage discipline faculty in the VCCS to identify contacts in corresponding departments at four-year institutions for the purpose of establishing a discipline-based network for teacher education.

5. The VCCS should encourage colleges, in cooperation with various service organizations, to create opportunities for students to become involved in after-school programs that include volunteer services such as mentoring and tutoring for elementary/secondary school students in the local communities.

***RECOMMENDATIONS CONCERNING RECRUITMENT:***

*Community colleges within the VCCS enroll 47% of all students in public higher education institutions and 30% of these students are minority (10). The VCCS is well positioned to utilize its significant student enrollments and tremendous diversity to divert the growing PK-12 teacher shortage within the state.*

1. The VCCS should encourage and support the development of a web site and publication of materials that inform students and local communities about the PK-12 teacher shortage and the role that community colleges have in recruiting and preparing the next generation of teachers.

2. Colleges should be encouraged to support student involvement in clubs like the National Education Association/Students Education Association and Future Educators of America and in activities and programs that promote careers in teaching.

3. College counselors should be encouraged to target "undecided" students at middle schools, high schools and career fairs to promote careers in teaching.

4. The VCCS and SCHEV should encourage the entrance of students into teaching careers by identifying financial resources to offer incentives such as teacher scholarships and forgiving student loans, particularly in critical discipline areas and critical geographical locations.

5. A special issue of the VCCS journal, *Inquiry: The Journal of Virginia Community Colleges,* should be devoted to promoting awareness of the Teacher Preparation Initiative annually. Discipline faculty and college administrators should be encouraged to publish articles covering the activities of the VCCS Task Force as well as college efforts to implement strategies for improving recruitment, retention, and preparation of students interested in teaching careers.

6. Colleges should encourage developing teacher preparation resources for their Learning Resource Centers and subscribing to professional teacher preparation and teaching journals in their libraries.

***RECOMMENDATIONS CONCERNING COLLABORATION:***

*The mission to prepare and train PK-12 teachers has traditionally belonged to four-year colleges and universities, although two-year colleges have always had an unrecognized role in preparing future teachers. The growing teacher shortage in Virginia and the nation, considered with data confirming that 50% of Virginia's current middle school teachers are teaching science and mathematics out-of-field, makes it imperative that the VCCS collaborate with four-year schools and schools of education to recruit, train and track prospective teachers that will enter classrooms highly prepared to teach mathematics, science and technology.*

1. The Task Force on Teacher Preparation should work cooperatively with the State Committee on Transfer to encourage transfer practices that eliminate obstacles and facilitate transfer for VCCS students into teacher preparation programs.

2. The VCCS should encourage collaborative activities between community-college and four-year faculty and school-of-education faculty, including team teaching in discipline courses. This collaboration should include the development of a 3- or 4-credit introductory fundamentals of education course to be offered at community colleges that would be accepted by all teacher preparation programs in Virginia and would include a field experience.

3. The VCCS should support collaborative activities between two- and four-year discipline faculty and faculty in the schools of education focusing on activities that provide professional development for faculty including participating in joint funding opportunities.

4. The VCCS should support collaborative activities between two- and four-year discipline faculty and faculty in the schools of education that promote strengthening course content and pedagogical practices for prospective teachers including joint seminars and early teaching experiences for pre-service teachers.

5. The VCCS should encourage faculty members to use the VCCS professional development grant funds as a resource for developing creative and collaborative teacher preparation activities by reserving a percentage of the VCCS professional development grants for teacher preparation activities.

**WHERE SHOULD VIRGINIA GO WITH TEACHER PREPARATION?**

*In Particular, Where Should the VCCS Go With Teacher Preparation?*

Sadie Bragg, serving as Raconteur for the Colloquium, *First Steps in Teacher Preparation,* posed the following questions during the closing session:

***Questions Raised in First Steps and for Consideration in the Next Steps***

1. *What does the VCCS want our pre-service teachers to know?*
2. *What are some characteristics of an exemplary teacher education program?*
3. *What courses or common core of information would be accepted by community colleges and four-year institutions?*
4. *How will the VCCS address such issues such as advertisement for pre-service teachers, articulation of courses between and among community colleges and four-year institutions?*
5. *How will the VCCS work with public schools and with four-year institutions to make a difference for the children of the state of Virginia?*
6. *How will the VCCS make sure that assessment is a part of teacher education?*
7. *What can community colleges do in cooperation with public schools and four-year institutions to provide professional development and in-service opportunities for teachers?*
8. *As we focus on recruitment, how will the VCCS address issues of diversity in learning styles in our teacher preparation programs?*
9. *How will the VCCS promote awareness of the role of its colleges in preparing tomorrow's teachers?*
10. *What kind of teachers do we want to teach our children?*
11. *Who should be included in the NEXT STEPS?*

***The Virginia Community College System, recognizing the importance of the PK-12 teaching profession to the economic stability of the Commonwealth of Virginia and the nation, has provided tremendous leadership in the field of teacher preparation by convening this PK-12 Teacher Preparation Task Force. Through this initiative all 23 colleges within the VCCS will be fully utilized to help our nation produce a teaching workforce highly qualified in science, mathematics and technology.***

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# FINAL REPORT

## 2000-2001 VCCS
## Task Force on Teacher Preparation
## August 2000 - May 2001


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## May 15, 2001


*With gratitude to Carole Schultz, Paulette Yates, and Carol Kyber of the VCCS for their generous support and assistance with the 2000-2001 VCCS Teacher Preparation Initiative*

# FINAL REPORT

**2000-2001 VCCS Task Force on Teacher Preparation**
**August 2000 - May 2001**
**Submitted by: Susan S. Wood (JSRCC) and Teresa Galyean (WCC)**
**May 15, 2001**

During the 1999-2000 academic year, the Virginia Community College System (VCCS) launched a Teacher Preparation Initiative. The culminating event of this initiative was the Teacher Preparation Colloquium, "First Steps in Teacher Preparation," held at the Science Museum of Virginia in April 2000. Two-year and four-year college representatives met to discuss topics relating to insuring the smooth transition of students from the community college system to Schools of Education at four-year institutions. The recommendations from the Colloquium and the Task Force were summarized in the "Teacher Preparation Task Force Final Report," released in May 2000. In response, Chancellor Oliver continued the Teacher Preparation Task Force for the 2000-2001 academic year with Susan S. Wood, Professor of Mathematics, J. Sargeant Reynolds Community College, serving as the initiative's director and Teresa Galyean, Assistant Professor of Psychology, Wytheville Community College, serving as part-time Faculty-in-Residence. This year, the goal of the Task Force was to begin the implementation of selected recommendations from the final report.

**PLANNED ACTIVITIES FOR 2000-2001:**

- Continue the VCCS Teacher Preparation Task Force—verify continuation of current members or replacements.
- Augment the Task Force Membership with 12 four-year college representatives from colleges of education.
- Hold two Task Force Meet ngs during the 2000-2001 academic year (October 2000 and February 2001).
- Hold a Teacher Preparation Colloquium in March 2001 to bring together 100 two-year and four-year college representatives.
- Develop a presentation template for use in VCCS Teacher Preparation presentations.
- Present teacher preparation sessions at six VCCS Peer Group Meetings.
- Present a teacher preparation session at New Horizons and coordinate the offering of a Learning Plus training session at New Horizons.
- Further, develop the teacher preparation website begun by Debbie Fisher in 1999-2000 as a resource tool for VCCS Faculty.

**SUMMARY OF ACTIVITIES FOR 2000-2001**
**Task Force Meetings and Membership**

The 2000-2001 VCCS Teacher Preparation Task Force was comprised of twenty-three representatives from the Virginia Community College System, one representative from each college. Fourteen Colleges of Education at four-year institutions were invited to send a representative to join the Task Force membership; 12 institutions responded by naming a representative to the Task Force. A membership list is attached to the report (Appendix I).

The first Task Force meeting was held on October 12, 2000, at J. Sargeant Reynolds Community College in Richmond. A continental breakfast was provided compliments of J. Sargeant Reynolds Community College. Roland Moore, Chair of the Mathematics & Science Division, J. Sargeant Reynolds Community College, and Joe Barden, Director of Student Services, Virginia Community College System, welcomed the Task Force. Community college members provided updates of their individual college's action plans. Teresa Galyean and Susan Wood provided a presentation on the Task Force goals and objectives for the 2000-2001 academic year.

Three working groups were established for the 2000-2001 academic year:

- A system-wide online advising manual
- Praxis I preparation
- VCCS course models for future teachers

Each group worked on specific goals and objectives stemming from the 1999-2000 Task Force final report. Group leaders provided a summary of the group's recommendations at the end of the meeting.

The second Task Force meeting was held on January 26, 2001, at Central Virginia Community College in Lynchburg. Twenty-eight members were present with twenty representatives from the Virginia Community College System and 8 representatives from 4-years schools of education. A continental breakfast was served compliments of Central Virginia Community College. Susan Wood and Teresa Galyean provide a welcome and overview of the day's activities. Teresa Galyean presented an update of the task force activities since the October meeting. Participants returned to their previously identified working group for the morning session and lunch. The afternoon session involved a large-group discussion of collaborative activities between two- and four-year representatives of the task force. The final activity led by Susan Wood involved a presentation on plans for the colloquium. Task Force members offered suggestions as to format of the colloquium, working group structure, and invited speakers.

## VCCS Teacher Preparation Colloquium

The 2001 Teacher Preparation Colloquium was held on March 30, 2001, at the Science Museum of Virginia in Richmond from 7:45 a.m. to 4:00 p.m. The Virginia Mathematics and Science Coalition co-sponsored this activity and donated $1,000 towards expenses for the day. The theme of "Next Steps in Teacher Preparation" continued last year's theme of "First Steps in Teacher Preparation." Colloquium emphases included collaboration and strategies for recruitment. Invitees included members of the Task Force, deans of schools of education at four-year institutions in Virginia, deans of arts and sciences from the four-year colleges represented on the Task Force, VCCS deans of instruction, and selected guests from the VCCS office. Other organizations represented at the Colloquium included the State Council of Higher Education in Virginia (SCHEV), the Virginia Education Association (VEA), the Virginia Mathematics and Science Coalition, and the State Department of Education.

Carole Schultz, Assistant Vice Chancellor for Instructional Technology, Virginia Community College System, Loren Pitt, Director of the Virginia Mathematics and Science Coalition, and Walter Witschey, Director of the Science Museum of Virginia provided a welcome and greetings to the sixty-four participants. The keynote speaker for the event was Mildred J. Hudson, Chief Executive Officer of Recruiting New Teachers, Inc., Belmont, Massachusetts. Dr. Hudson's address on "Teacher Recruitment and Retention" served as cornerstone for the day's events on collaboration and recruitment. The morning session highlighted successful national models of collaborative efforts between two-year colleges and four-year institutions. National presenters included Keith Clay, Green River Community College, Auburn, Washington, Sue Parsons, Cerritos College, Norwalk, California, and Deborah Zopf, Henry Ford Community College, Dearborn, Michigan. David Farbman, policy and research associate with Recruiting New Teachers, Inc., reported on the results of a recent study on community college pathways to teacher preparation. After the stimulating national model sessions, participants were given the opportunity to discuss common issues of identification, recruitment, and increased collaboration between two-year and four-year institutions. A summary of the six working groups' charge and responses to the charge is attached in Appendix II.

Thomas Elliott, Assistant Superintendent for Teacher Education and Licensure, State Department of Education, commenced the afternoon activities with his luncheon speech on "Enhancing the Professional Practice for Teachers in Virginia." Participants appreciated his timely information concerning recent legislative events and changes in teacher licensure in the State of Virginia. Four concurrent afternoon sessions highlighted successful local or regional collaborative programs. Another afternoon session was devoted to reporting out the results of the morning's working groups. The day concluded with a presentation of potential teacher preparation activities for the Virginia Community College System to be undertaken during a third year of the initiative, led by Susan Wood.

**Teacher Preparation Presentations**

In an ongoing effort to make discipline faculty aware of their role in the academic preparation of preservice education majors, a PowerPoint presentation was developed by Teresa Galyean summarizing the Task Force activities and recommendations. The presentation addressed the ongoing activities of the initiative. Emphasis was placed on the role of VCCS teaching faculty in teacher preparation and education. The following presentations on the VCCS Teacher Preparation Initiative were made during the 2000-2001 academic year:

- October 19, 2000 – Susan Wood and Teresa Galyean presented at the Division Chair Peer Group Conference in Charlottesville.

- October 19, 2000 – Teresa Galyean presented at the Child Development Peer Group Conference in Charlottesville.

- October 26-27, 2000 – A poster board was displayed at the English Peer Group Conference meeting in Virginia Beach. (A request to present at this meeting was denied as all breakout sessions were slated and full in early September.)

- February 24, 2001 – Susan Wood presented at the Science Peer Group conference in Norfolk.

- April 4, 2001 – Carole Ballard, task force member from Tidewater Community College, presented at the counselor's meeting in Richmond.

- April 20, 2001 – Susan Wood presented at the joint VCCS Math Peer Group and Virginia Mathematical Association of Two-Year Colleges (VMATYC) Conference in Roanoke.

- (upcoming) June 7-8, 2001 – Susan Wood will present on the VCCS Teacher Preparation Initiative at the combined Deans/Provosts and Division Chairs meeting in Lynchburg. In addition, Susan will meet with the Curricular and Faculty Issues Committee and be available for questions on the proposed Introduction to Teaching As a Profession course. An update on the initiative was submitted to Carole Schultz for distribution in the advance materials for this meeting.

## New Horizons Conference

Teresa Galyean and Susan Wood led a roundtable discussion on the activities of the task force on April 9, 2001, at the New Horizons Conference in Williamsburg. The handout and a summary of attendees' recommendations are attached (Appendix III). In response to the identified need to further assist the twenty-three community colleges in preparing students for the Praxis I, Elizabeth Farnsworth, task force member from Lynchburg College, and her colleague presented a session on Praxis I preparation entitled "How to: Praxis Preparation for Prospective Teachers" at New Horizons on April 10, 2001.

## Other Activities To Support the Initiative

During the 2000-2001 academic year, the following additional activities helped to support the VCCS Teacher Preparation Initiative:

- In August 2000, Susan Wood presented a session on "The Two-Year College's Role in Teacher Preparation: Some Strategies That Work" at the Ninth International Congress on Mathematical Education held in Makuhari, Japan.

- In October 2000, Susan Wood and Teresa Galyean, along with several other faculty members in the VCCS, attended the fall joint meeting of the Virginia Association of College Teacher Educators (VACTE)/ Association of Teacher Educators in Virginia (ATE-VA) in Williamsburg.

- The Fall 2000, Volume 5, Number 2 edition of the VCCS Journal, *Inquiry*, included an article summarizing the objectives and activities of the 1999-2000 Task Force. Wanda Smith, Assistant Professor of English at Eastern Shore Community College and task force member, authored the article "VCCS Task Force on Teacher Preparation: A Continuing Endeavor."

- In February 2001, the Educational Testing Service and Thomas Elliott of the Virginia Department of Education notified the task force that each of Virginia's twenty-three community colleges had been assigned a Praxis I code. This code is useful for the tracking and reporting of VCCS students' Praxis I test data. College representatives are now completing and submitting to the Educational Testing Service the necessary forms to enable colleges to receive score data back from their students taking the Praxis I initial licensure examination. This assessment tool will enable colleges to provide better support and services for prospective teachers.

- In February 2001, Susan Wood was appointed to the SCHEV/VDOE Joint Task Force on the K-12 Teaching Profession in Virginia. She attended the

meeting held in March 2001 and plans to attend the meeting on May 21, 2001.

- In April 2001, Teresa Galyean attended the Spring VACTE/ATE meeting in Lynchburg and provided the participants with an update of the task force activities.

- Debbie Fisher, one of the 1999-2000 faculty-in-residence, maintains a website on the task force activities from the JSRCC homepage. The address for the website is http://staff.jsr.cc.va.us/dneely-fisher/vccs/vccspage.htm.

- Carole Ballard, Counselor, Tidewater Community College, serves as the VCCS Representative to the Advisory Board on Teacher Education and Licensure (ABTEL). Mrs. Ballard attended two ABTEL meetings and provided the task force with summary of the meetings.

- The Virginia Community College System Teacher Preparation Initiative was listed as an example of a partnership to improve teacher education in an Appendix of the recently released National Research Council document: *Educating Teaching of Science, Mathematics, and Technology: New Practices for the New Millennium* (National Academy of Sciences, 2001).

- Based on the online advising working group's plan, a rough draft of the online advising website with the recommended first 30 hours of course work has been developed with appropriate web links. This site is not operational yet, but with adequate time and staff support it is proposed that the website be operational by July 2001.

- A course outline and VCCS Form 103 for the proposed new course EDU 2xx - Introduction to Teaching as Profession will be submitted to the Deans/Provosts meeting in June 2001. The course description was based on the efforts of the model course working group. This course will include an orientation to the teaching profession, field experience in schools and Praxis I information. The proposed course outline is given in Appendix IV.

- Individual colleges continued to expand their teacher preparation activities. An example, J. Sargeant Reynolds Community College has formed the Teacher Preparation Management Advisory Council. The council recently sponsored a luncheon/roundtable for students with a panel of four-year college of education representatives, a Virginia Department of Education representative, a recruiter from an area school division, and a former JSRCC student who is now teaching. More than 80 students and faculty attended this event. Wytheville Community College has collaborated with Radford University and Grayson County School Division in an innovative program to identify, mentor and educate high schools students interested in pursuing a degree in education.

## Recommendations for the 2001-2002 Academic Year

During the past two years, the VCCS Teacher Preparation Initiative has begun to gain momentum across the system. Tremendous steps have begun in the recruitment, retention, and preparation of students who want to become teachers. Among the noteworthy accomplishments are an active task force with two- and four-year college representation, development of a transferable course to be offered by VCCS colleges, a visible presence at many peer group meetings and in the statewide teacher preparation community, assignment of Praxis I codes to VCCS colleges, and the forthcoming launch of the online advising manual for VCCS students interested in a career in teaching. Additional time and resources are necessary to fully exploit the potential of the VCCS to be an integral player in preparing Virginia's teachers of tomorrow.

Based on input from two- and four-year college Task Force members and input from the New Horizons Conference and the Colloquium, the primary objectives identified for the third year of the initiative include:

- Continuation of the Task Force—expansion to include additional four-year college representation (from arts & sciences and education)
- Approval and implementation of the "Introduction to Education" course model and adaptation to the VCCS colleges
- Online advising manual maintenance and enhancement
- Continued focus on Praxis I preparation with the development of three one-credit courses in Reading, Writing, and Mathematics Preparation for Praxis I
- Strengthened cooperation between two- and four-year institutions to facilitate transfer (with particular attention to regional issues)
- Compilation of a "best practices" directory of teacher preparation activities already implemented at VCCS colleges
- Regional gatherings of two- and four-year college faculty and administrators to discuss institutional challenges (as an alternative to the Colloquium)
- Continued emphasis on developing individual teacher preparation initiatives at each VCCS College

**We are grateful to have had the opportunity to lead the VCCS Teacher Preparation Initiative during the 2000-2001 academic year. We implore the new Chancellor to continue this important initiative, and urge that resources in an amount matching that allotted for the 2000-2001 initiative be budgeted for continuation of the initiative. This year's director and part-time Faculty-in-Residence humbly offer to continue their leadership of the initiative at the pleasure of the new Chancellor. Upon request, a detailed budget for 2001-2002 will be submitted.**

## 2000-2001 Teacher Preparation Task Force Members

| | | |
|---|---|---|
| Patsy | Anderson | Patrick Henry Community College |
| Carole | Ballard | Tidewater Community College |
| Katherine | Barringer | Central Virginia Community College |
| Scott | Bevins | Mountain Empire Community College |
| Gayle | Childers | J. Sargeant Reynolds Community College |
| Donna | Dunn | Radford University |
| David | Fama | Germanna Community College |
| Elizabeth | Farnsworth | Lynchburg College |
| Jereial | Fletcher | Southwest Community College |
| Teresa | Galyean | Wytheville Community College |
| George | Gangloff | George Mason University |
| Joe | Goldenberg | Virginia State University |
| Clifford | Haury | Piedmont Virginia Community College |
| Bill | Haver | VCU – Virginia Math/Science Coalition (VMSC) |
| Pat | Huber | New River Community College |
| Arminda | Israel | Old Dominion University |
| Joyce | Johnson | Thomas Nelson Community College |
| Patsy | Joyner | Paul D. Camp Community College |
| Patricia | Kelly | Virginia Tech |
| Alan | McLeod | Virginia Commonwealth University |
| Alvin M. | Pettus | James Madison University |
| Ed | Polhamus | Danville Community College |
| Carole | Rhodes | Norfolk State University |
| Alma | Rowland | Virginia Highlands Community College |
| William | Salyers | Virginia Western Community College |
| Betty Jo | Simmons | Longwood College |
| Susan | Slayton | Southside Community College |
| Ann | Smith | Blue Ridge Community College |
| Wanda | Smith | Eastern Shore Community College |
| Cheryll | Tassone | Rappahannock Community College |
| Brenda | Vogel | Mary Washington College |
| Rebecca | Waters | Christopher Newport University |
| Wendy | Weiner | John Tyler Community College |
| Beth | Werness | Dabney S. Lancaster Community College |
| Ellie | Wilson | University of Virginia |
| Steve | Wisecarver | Lord Fairfax Community College |
| Wistar | Withers | Northern Virginia Community College |
| Susan | Wood | J. Sargeant Reynolds Community College |

**VCCS Task Force Teacher Preparation**
**Working Group Responses**
**March 30, 2001**
**Science Museum of Virginia**

The following charge was given to the six discussion groups at the VCCS Teacher Preparation Colloquium:

"A number of community colleges have been fully engaged in activities to recruit and prepare future teachers for a number of years and others have made recent commitments to be more active in these areas. Some of their work has focused on each of the following areas:

- Course work in content areas that are particularly appropriate for future teachers
- Course work in education courses that can transfer to four -year programs
- Early Field Experience
- Future Teacher Clubs
- Praxis I Preparation
- Fully articulated transfer programs.

**Questions to consider:**

1. Please identify from the above list where the biggest impact could be made in terms of attracting and recruiting individuals to consider teaching as a career?
   - Discuss other possible areas that would assist two-year institutions in the transfer of teacher education students to four-year institutions.

2. What problems or situations are stopping your college from undertaking as many of these activities as desirable?

3. What can the Virginia Community College System do to help your institution overcome these obstacles and realize its potential in terms of recruiting and preparing future teachers?"

## Responses to the Charge

1. **Please identify from the above list where the biggest impact could be made in terms of attracting and recruiting individuals to consider teaching as a career?**

**Complied Responses:**

- Identify preservice teacher education programs including transfer courses and equivalent Education courses in the community college that transfer to four-year schools of education.
- Fully articulated transfer programs from the community college system to four-year schools of education.
- Develop a fast-track program for content-qualified individuals.
- Promotion of benefits and increased pay.
- Develop cohort groups of potential teachers.
- Evening programs including practicum experience.
- Develop funding with State Council of Higher Education in Virginia (SCHEV) for recruitment and forgivable work loans.
- Development of future teachers clubs.
- Work with division superintendents and local school division in recruiting students at the high school level.
- Paraprofessional training.

**2. What problems or situations are stopping your college from undertaking as many of these activities as desirable?**

**Complied Responses:**

- Difficulty in identifying preservice education students in the community college system.
- The need for transferable courses including the following content areas, introduction to education, field experience and Praxis I.
- College administrators do not fully comprehend the importance of teacher education programs.
- Time, money and staff expertise is hindering the undertaking of activities.
- Difficulty in obtaining program approval or changes in programs.
- Changes in teacher licensure requirements.
- Approved schools of education programs in the state vary from four years to 5 years in completion time.

**3. What can the Virginia Community College System do to help your institution overcome these obstacles and realize its potential in terms of recruiting and preparing future teachers?**

**Compiled Responses:**

- Expand the online advising package with career planning, financial resources and links to colleges and universities.
- Hotlinks to Virginia Community Colleges' web-based home pages.

- Articulation agreements - continue to encourage and support regional articulation agreements between two-year colleges and four-year schools of education and lobby for articulated guaranteed student seats at colleges and universities.
- Funding - support funding for teacher recruitment efforts at the community college level, increased funding for Virginia's Teacher Scholar Forgivable Loan program, and pursue scholarships/funding for nontraditional students.
- VCCS representation on State Board of Education.
- Collaborative work between two-year college and four-year college faculty including weeklong summer sessions for two-year and four-year content faculty to work together and career fairs.
- Gain approval from SCHEV and VCATE for an introduction to teaching course.

New Horizons
VCCS Teacher Preparation Handout

# VCCS Teacher Preparation Initiative Fact Sheet

## THE BEGINNINGS

In response to nationwide concern over critical issues in teacher preparation, Chancellor Arnold R. Oliver launched the Virginia Community College System's Teacher Preparation Initiative in fall 1999 to create smooth pathways for VCCS students interested in becoming teachers. First-year elements of the initiative included:

- Two Co-Faculty-in-Residence in Teacher Preparation (Debbie Neely-Fisher of J. Sargeant Reynolds CC and Wanda Smith of Eastern Shore CC)
- Creation of a Task Force on Teacher Preparation with representation from the 23 VCCS Colleges
- A Teacher Preparation Colloquium cosponsored by VCCS and the Virginia Mathematics and Science Coalition (April 2000)

Emphases for the first year were recruitment of prospective teachers, advising, collaboration, articulation, and Praxis I preparation.

## THE CURRENT YEAR

During its second year, the Task Force was expanded to include representatives from more than a dozen schools of education from four-year colleges. Susan S. Wood, Professor of Mathematics at J. Sargeant Reynolds CC and Teresa Galyean, Teacher Preparation Faculty-in-Residence and Asst. Professor of Psychology at Wytheville CC, directed the 2000-2001 initiative. Emphases during the second year of the initiative were:

- Creation of an online advising manual for VCCS students interested in becoming teachers
- Praxis I preparation
- Development of a systemwide course model for an "Introduction to Education" course to be adapted and offered by VCCS Colleges

In an effort to highlight awareness within the VCCS of teacher preparation issues, teacher preparation presentations were made at six VCCS peer group meetings at New Horizons. Susan and Teresa attended the meetings of the

Virginia Association of Colleges of Teacher Education and the Association of Teacher Educators-Virginia on behalf of the initiative.

At a Colloquium held on March 30, 2001, at the Science Museum of Virginia, successful national, regional, and local models of collaboration were highlighted. Working groups discussed ways to strengthen the collaboration between two- and four-year institutions to foster teacher preparation pathways.

## FUTURE PLANS

It is our hope that the progress of the Teacher Preparation Initiative will continue during the 2001-2002, although we are uncertain of the future at this time.

Objectives for the third year include:

- Continuation of the Task Force—expansion to include additional four-year college representation (from arts & sciences and education)
- Approval and implementation of the "Introduction to Education" course model and adaptation to the VCCS colleges
- Online advising manual maintenance and enhancement
- Continued focus on Praxis I preparation
- Strengthened cooperation between two- and four-year institutions to facilitate transfer (attention to statewide and regional issues)
- Continued emphasis on individual teacher preparation initiatives at each VCCS College

For more information, contact Susan S. Wood at swood@jsr.cc.va.us or Teresa Galyean at wcgalyt@wc.cc.va.us.

**VCCS Teacher Preparation Initiative**
**New Horizons Roundtable Discussion**
**April 9, 2001**
**Summary**

**Description:** A roundtable discussion concerning the activities of the task force was held from 9: 15 a.m. to 10:30 a.m. on April 9, 2001, at the VCCS-sponsored New Horizons Conference in Williamsburg. The discussion was facilitated by Susan Wood, Director, 2000-2001 VCCS Teacher Preparation Initiative, and Teresa Galyean, VCCS Teacher Preparation Part-time Faculty-in-Residence. Participants were provided with a handout highlighting the major activities for the task force for 2000-2001 academic year. Participants included a college president, a member of a local board for a VCCS college, several VCCS Deans, a representative from SCHEV, counselors, and interested faculty.

**Recommendations from discussion:**

1. Develop a profile of four-year colleges of education to distribute to the community colleges.
2. Develop a " Best Practices" pre-service education manual to be distributed to the colleges.
3. Develop a "model brochure" on "How to become a Teacher" for VCCS colleges.
4. Encourage regional meetings of two-year colleges and four-year schools of education.
5. Publicize action plans developed by each community college.
6. Develop a model spreadsheet for colleges to utilize for articulation agreements.
7. Explore financial incentives for the recruitment and identification of future teachers.

Date Prepared: May 2001

## COURSE OUTLINE

__XX__ New ___ Revised Effective Date: August 2001

1. **COURSE PREFIX NUMBER**: EDU 2xx **CREDIT HOURS**: 3

2. **COURSE TITLE**: Introduction to Teaching as a Profession

3. **PREREQUISITE**: Successful completion of 24 credits of transfer courses

4. **COURSE DESCRIPTION**: Provides an orientation to the teaching profession in Virginia, including historical perspectives, current issues, and future trends in education on the national and state levels. Emphasizes information about teacher licensure examinations, steps to certification, teacher preparation and induction programs, and attention to critical shortage areas in Virginia. Includes supervised field placement (recommended: 40 clock hours) in a K-12 school.

5. **CONTENT**: (Major Headings)

   a. Historical Perspectives, Current Issues, and Future Trends in Education
   b. Teacher Licensure and Certification Requirements in Virginia
   c. Addressing Diversity and Special Populations in the Classroom
   d. The Teacher As a Member of a Learning Community

6. **GENERAL COURSE OBJECTIVES**:

   Upon successful completion of the course, the student will be able to
   a. Examine state licensure/certification requirements for student's field of study.
   b. Assess strengths and weaknesses in preparation for state licensure examinations.
   c. Identify personal beliefs about teaching as a career through reflective writing.
   d. Reflect upon his/her field experiences through reflective writing and classroom discussions.
   e. Relate principles, theories, and history of education in the United States to actual practice in the classroom.
   f. Increase understanding of the field of education by focusing on the interrelationship of teaching, learning, students, schools, and society.
   g. Presents topics related to practice in a variety of communities, with students of differing ages and with culturally diverse and exceptional populations.
   h. Think critically and engage in problem solving related to the teaching profession as demonstrated in a student-constructed portfolio.